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ABSTRACT

An addendum to the final evaluation report (ED 130 950) of a senior high school Humanistic Studies Program is presented. The program was begun in the 1972-73 school year at Woodson High School, Washington, D.C. The program purpose was to provide interdisciplinary academic and cultural experiences to students in grades 10-12 in art, music, history, literature, and social studies. The addendum provides lists of program activities and participants, which were not available at the writing of the final report in 1976. Data indicate that Humanistic Studies students and teachers participated in 14 field trips, eight experts in Humanistic Studies were utilized, curriculum aids and bibliographies were formulated, curriculum development workshops and staff meetings were held regularly throughout the Project year, and the majority of the Project staff have been involved in the Program for three years. Tables, charts, descriptions of field trips, and student responses to a 21-item questionnaire comprise the bulk of the addendum. Four factors were identified by the staff as necessary for continued effectiveness of the Program. These include careful screening of talented students in other schools, adequate funding, ongoing workshops, and expansion of the Program to the junior high level. (Author/DB)

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HUMANISTIC STUDIES:
ACADEMIC AND CULTURAL ENRICHMENT PROJECT-
TITLE III/IV PUBLIC SCHOOLS OF THE
DISTRICT OF COLUMBIA

ADDENDUM TO THE
EVALUATION FINAL REPORT 1975-1976

SP009847

PREFACE

The Humanistic Studies: Academic and Cultural Enrichment Project: ESEA Title III/IV Public Schools of the District of Columbia, Evaluation Final Report 1975-1976 contained data information for all data which had been collected and made available prior to July 31, 1976, the submission date of the Final Report.

Since that time, additional pertinent data has been made available which the evaluator deemed important to the continuous planning and implementation of the Humanistic Studies: Academic and Cultural Enrichment Project.

This Addendum is prepared and submitted to the Division of Research, Development and Evaluation as a documentation and analysis of the additional data and to report several additions and deletions in the Final Report.

ADDITIONAL PROGRAM DATA RESULTS

The data results of the Program Data Form (see Appendix A, Final Report) designed by the evaluator were not available at the final writing of the Final Report. The data results give specific lists of program activities and activity participation for the Project during the 1975-76 school year in addition to those presented in the Final Report.

Program data results revealed that the Humanistic Studies students and teachers participated in a total of fourteen (14) trips related to the Humanistic Studies program. Table 3 gives the list of trips and the number of teachers, parents and students participating in each. Also shown is the group of students involved in each respective trip--Step I, Step II, or Step III. Step I students participated in six (6) trips to various sites and 100% of all students attended each. Step II students participated in a total of two (2) trips with 100% of the students participating in each. Step III students participated in a total of five (5) trips with 100% student participation. Table 3 also shows that only parents of Step I students participated in trips with the project.

Program data results show that a total of eight (8) experts in the Humanistic Studies areas were utilized by the Project. Consultants were utilized in the areas of Black literature, Carribbean literature, poetry of the 20th century, African philosophy, Amerindian culture, Blacks in antiquity, Chicano culture, science, music and social studies. Data further show that significant numbers of other students and teachers were involved in these classroom visits. Results also show that curriculum aids and bibliographies were formulated as a result of these consultative sessions.

Results show that bi-weekly curriculum development workshops and weekly staff meetings were held throughout the Project year. One product of these sessions is the preparation of the Step I syllabus for publication. This material includes a Guidebook for Teachers, and a Handbook for Coordinators.

Data results show that the majority of the Project staff have been involved in the Program for three years. Five staff persons have been involved for 3 years, three staff persons for 2 years, and five staff persons for one year.

All staff positions for the Humanistic Studies Project are shown in Figure 9. The Project employs four tutors to assist students with their studies.

TABLE 3

TRIPS TAKEN BY TEACHERS AND STUDENTS
IN THE HUMANISTIC STUDIES PROGRAM

TRIP	PURPOSE	STAFF PARTICIPATING	PARENTS PARTICIPATING	TEACHER SUBJECT AREA	NO. OF STUDENTS PARTICIPATING	PROGRAM STEP
Museum of African Art	Study Tour	2		Art	22	3
Folger Shakespeare Library	Lecture on "Hamlet"	2		Literature	60	2
Ford Theater	"Are You Now or Have You Ever Been" (Play)	2	1	Social Studies; Literature	52	1
Arena Stage	"An Enemy of the People" (Play)	3		Literature	25	3
Hirshhorn Museum	Art Exhibit	1		Art	25	3
Arena Stage	"Waiting for Godot"	2		Literature	22	3
Burn Brae Dinner Theater	"1776"	5	3	Music; Art Social Studies; Literature	52	1
Nat'l Collection of Fine Arts	Art Exhibit	2		Art	52	1
Nat'l Collection of Fine Arts	Art Exhibit	2		Social Studies; Art	52	1
Nat'l Collection of Fine Arts	Art Exhibit	2		Art	23	1
National Portrait Gallery	Study Tour	2	1	Social Studies; Art	52	1
Apex Theater	"The Man Who Would Be King"	3		Literature	60	1
Arena Stage						
Wmsburg, Virginia	Study Tour	4	1	Music; Art Soc. Stud. Literature	52	1

FIGURE 9

STAFF AND AUXILIARY PERSONNEL OF THE HUMANISTIC STUDIES PROGRAM

STAFF POSITION	ROLE	YEARS IN PROGRAM
Director	Directs and oversees entire program.	3
Coordinator/ Supervisor	Coordinates all 3 levels; teaches literature; supervises.	3
Asst. Coordinator/ Bus. Mgr.	Art teacher; assists coordinator.	2
Philosophy/ Literature Teacher	Step II Literature; Step III Philosophy.	2
Literature Teacher	Step I Literature; Step II Literature.	1
Music Teacher	Steps I, II, III Music.	3
Science Teacher	Steps II, III (Science & Human Values)	1
Social Studies Teacher	Steps I, II.	1
Typist		3
Tutors (4)	To provide remedial help where needed.	1
Student Typist		2
Part-time Art Teacher	To relieve art teacher for work in program.	1
Counselor	Serves as counselor for Steps I, II, III.	3

The Humanistic Studies: Academic and Cultural Enrichment Project conducted a variety of program activities in addition to trips. Program data results show that students participated in exchange programs with students from other schools of diverse cultural backgrounds. The following exchanges were implemented by the Program:

1. Brookfield Exchange -- This exchange was scheduled with students of Brookfield High School, Brookfield, Connecticutt in the months of February and May of 1976. The exchange was made with students of a different ethnic and cultural background from the students participating in the Humanistic Studies Program. This exchange resulted in the establishment of an AFS Chapter with future planning for continuing the activity in the following year.

2. Georgetown Day Exchange -- The Georgetown Day School Exchange was scheduled with students of Georgetown Day School, Washington, D.C. in November of 1975. This exchange was with students of a private school. The exchange resulted in future planning for the following year's activities.

3. Marshall High School Exchange -- The Marshall High School Exchange was scheduled with students of Marshall High School, Falls Church, Virginia in May 1976. This involved exchange with students from a suburban school system. The exchange resulted in planning for the next year's activities.

The Humanistic Studies Program implemented several additional major activities in implementing its program objectives. They were:

- Introductory Tea -- The Program sponsored an Introductory Tea to acquaint the community and the District of Columbia with the Humanistic Studies Program. This was implemented in December 1975 and many persons attending requested a syllabus and other program materials.

- Roundups -- Upon the completion of each unit in the Humanistic Studies Project, roundups were held to bring together all the various disciplines in the Program. These sessions were videotaped for future use by the Program.

- Art Exhibit -- An Art Exhibit to demonstrate the artwork of students in the Humanistic Studies Program was sponsored by the Program in May 1976.

- Bicentennial Exposition -- The Public Schools of the District of Columbia sponsored a Bicentennial Exposition in April of 1976. The Humanistic Studies Program designed and displayed a Program exhibit as a part of the Expo. The major purpose of the exhibit was to acquaint the city and visitors to the Expo with the Humanities. Inquiries for various program materials were made as a result of the exhibit.

- Television Program -- In December 1975, the Humanistic Studies Program was featured on WMAL, Channel 7 Television. The purpose of the program was to inform the public about the Humanistic Studies Project. The TV program has been aired on the same station three additional times.

o Teacher Visit to Jamaica, New York -- Teachers in the Humanistic Studies Program visited Jamaica, New York in October 1975. The purpose of this trip was to give teachers in the Program opportunity to visit and observe an ongoing Humanistic Studies program in another school setting. The visitation resulted in exchange of ideas between staff of the respective programs.

Program data show that the Humanistic Studies: Academic and Cultural Enrichment staff has continued to plan for next year's program. The Program is projected to expand and implement Step I in the Spingarn, Dunbar and possibly Ballou Senior High Schools. Additional schools are projected to become participants in the following school year.

Staff in the Humanistic Studies Project felt that several factors were necessary for continued effectiveness of the Program and for expansion to additional schools. They were:

a. Careful screening of talented students in other schools;

b. Adequate funding of the Program by the Board of Education;

c. Ongoing workshops with new teachers after an initial orientation or training period;

d. Expansion of the program to the junior high school level.

APPENDIX A
(REVISIONS AND CONTINUATIONS)

TOTAL	STEP I	STEP II	STEP III
N=99	N=42	N=39	N=18

QUESTION #1: *In your opinion, what is the purpose of the Humanistic Studies Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Preparation for college	38	38	24	57	10	26	4	22
b. Developing Reading and Writing skills	9	9	3	7	5	13	1	6
c. Enrichment in Art, Literature, History, Science, etc.	12	12	3	7	8	21	1	6
d. Greater Understanding and Exposure to Culture	26	26	19	45	4	10	3	17
e. Preparation for the future	14	14	6	14	7	18	1	6

A total of 12 to 14 various responses were given to this question by students at each level. The most frequently occurring responses are presented. Further analysis of additional responses are given in Part II of this report.

QUESTION #2: *How are the humanities classes different from your other classes?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. You always know what is expected of you	36	36	20	48	12	31	4	22
b. Teachers are more helpful	28	28	16	38	10	26	2	11
c. Materials studied are more related to everyday life	27	27	18	43	5	13	4	22
d. My writing and other academic skills improved as a result of being in the class	52	53	24	57	23	59	5	28
e. More reality oriented	22	22	14	33	4	10	4	22
f. Prepares you to make choices better	39	39	29	69	6	15	4	22
g. You really must study to keep up	65	66	30	71	24	62	11	61
h. Work is more challenging	70	71	29	69	30	77	11	61

*Students can give more than one response to this question.
- means no response given to this item by students.

QUESTION #3: *What influence has the program had on your life?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Changed my life goal	5	5	5	12	-	-	-	-
b. Helped me decide to go to college	15	15	7	17	6	15	2	11
c. Helped me change my area of interest for college	8	8	6	14	2	5	-	-
d. Helped me decided not to go to college	-	-	-	-	-	-	-	-
e. Helps me relate better to people	41	41	23	55	13	33	5	28
f. None of the above	40	40	12	29	20	51	8	44

QUESTION #4: *To what extent is this program suited to your needs as a student?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Helped me improve my reading skills	51	52	26	62	20	51	5	28
b. Helped me improve my writing skills	56	57	23	55	26	67	7	39
c. Helped me improve my grades	11	11	9	21	2	5	-	-
d. Helped me relate better to my teachers	16	16	9	21	6	15	1	6
e. None of the above	19	19	9	21	5	13	5	28

QUESTION #5: *How has this program met your needs as a person?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Improve Academic Skills	13	13	5	12	6	15	2	11
b. More Articulate	4	4	2	5	1	2	1	6
c. Understanding of self and others	12	12	8	19	3	8	1	6
d. Realistic Outlook on life	10	10	4	10	4	10	2	11
e. Self Development	5	5	2	5	2	5	1	6
f. Preparation for the future	10	10	4	10	5	13	1	6

QUESTION #6: Are there adequate resource materials for you to find information related to humanities available in the school library?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	23	23	12	29	11	26	-	-
b. No	39	39	9	21	20	51	10	56
c. No response	0	0	-	-	-	-	-	-
d. Sometimes	7	7	4	10	3	8	-	-
e. Never used the library	9	9	8	19	1	2	-	-
f. Don't know	4	4	4	10	-	-	-	-

QUESTION #7: *Have you engaged in activities with the program that have helped you develop the following skills?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Leadership skills	23	23	12	29	8	21	3	17
b. Decision making skills	15	15	9	21	3	8	3	17
c. Writing skills	59	60	27	64	27	69	5	28
d. Speaking skills	40	40	18	43	18	46	4	22
e. Skill in understanding people of other races and culture	35	35	16	38	11	26	8	44
f. Skill in communicating with people of other races and culture	15	15	3	7	5	13	7	39
g. Skill in understanding yourself and your heritage	24	24	15	36	7	18	2	11
h. Other skills	14	14	10	24	4	10	-	-
i. None of the above	11	11	3	7	5	13	3	17

QUESTION #8: Would you recommend this program to your friends or other students?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Only if they were high achievers	39	39	10	24	20	51	9	50
b. If they were average achievers	19	19	9	21	8	21	2	11
c. Yes, to all other students and friends	34	34	25	60	7	18	2	11

QUESTION #9: Do you feel your assignments have required you to use your ability as a student?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. To a greater extent than any other class	75	76	34	81	22	82	9	50
b. To an equal extent as other classes	15	15	7	17	3	8	5	28
c. To a lesser extent than other classes	2	2	1	2	1	2	-	-

QUESTION #10: Do you discuss your experiences in humanities with your friends and/or family?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Sometimes	57	58	28	67	19	49	10	56
b. Always	20	20	13	31	7	18	-	-
c. Seldom	12	12	1	2	7	18	4	22
d. Not at all	3	3	-	-	3	8	-	-

QUESTION #11: Do you think that you had enough assignments in your humanities classes?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	82	83	39	93	29	74	14	78
b. No	10	10	-	-	3	8	4	22
c. Too many	10	10	3	7	10	26	-	-

QUESTION #12: Have the humanities courses helped you to appreciate reading materials and knowledge that are not relevant to your community

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	72	73	30	71	30	77	12	67
b. No	19	19	12	29	7	18	-	-
c. No response	2	2	-	-	2	5	-	-

QUESTION #13: Have you viewed television shows or movies which relate to what you studied in humanities?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	61	62	23	55	30	77	8	44
b. No	20	20	12	29	5	13	3	17
c. Unanswered	14	14	7	17	-	-	7	39

QUESTION #14: *What activities and experiences in which you have participated in this program would you like to see changed?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. More trips related to program	29	29	19	45	8	21	2	11
b. Nothing	19	19	7	17	10	26	2	11
c. Rules too strict	4	4	2	5	2	5	-	-
d. Less reading, more discussions	8	8	4	10	4	10	-	-

QUESTION #15: *How has your understanding of and attitude toward art changed as a result of participating in the Humanities Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I understand and appreciate studying art much more than before	52	53	27	64	15	38	10	56
b. I still don't understand of like art much more	14	14	4	10	9	23	1	6
c. I can study art if it is required in class	25	25	10	24	15	38	-	-

QUESTION #16: *In which of the following ways has your understanding of and attitude toward the study of history changed?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I like to study history more since participating in this program	34	34	20	48	10	26	4	22
b. I can study history if required to do so in class	45	45	15	36	22	56	8	44
c. I still don't understand or like to study history	11	11	5	12	5	13	1	6

QUESTION #17: *How has your understanding of and attitude toward the study of literature changed as a result of participating in the Humanities Program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. I understand literature much better and like to read it	40	40	19	45	11	28	10	56
b. I don't understand or like literature	4	4	3	7	1	2	-	-
c. I like some literature	43	43	20	48	10	26	5	28
d. I only study literature if required in class	13	13	5	12	6	15	2	11

QUESTION #18: *As a result of participation in this program, which of the following do you like to participate in that you did not participate in before in this program?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Visit an art gallery	29	29	13	31	10	26	6	33
b. Attend a concert or symphony	17	17	7	17	5	13	5	28
c. Attend a play	61	62	25	60	28	72	8	44

QUESTION #19: Do you recommend offering the program to more students? Why or why not?

Responses	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	81	82	37	88	30	77	14	78
b. No	15	15	5	12	6	15	4	22

Some of the most frequently occurring reasons given by students for recommending or not recommending the program to more students were as follows:

1. Good for developing students' skills
2. Very good program
3. Good preparation if student plans to go to college
4. Interesting program
5. Students need more exposure
6. Program too big (too many students)

QUESTION #20: Do you think this program should continue next year? Why or why not?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	86	87	37	88	34	87	15	83
b. No	23	23	15	36	5	13	3	17

Most frequently occurring reasons given by students were:

1. Helpful for college preparation
2. Everybody needs it
3. Gives one the ability to understand oneself
4. Interesting

QUESTION #21: Would you like to participate in this program next year? Why or why not?

Responses:	TOTALS		STEP 1		STEP 2		STEP 3	
	N	%	N	%	N	%	N	%
a. Yes	71	72	32	76	29	74	10	56
b. No	28	28	10	24	10	26	8	44

Why or why not?

No reasons specified.